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F.I.A.E. Chapter 10

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Chapter 10 in F.I.A.E. deals with allowing students to redo work. The first statement and arguably the most important ideal to allowing students to redo work is all work is redone at the discretion of the teacher. Of course this just opens up the Pandora’s box that is the decision making process of which students will be allowed to make up which assessments. The biggest pitfall is allowing the procrastinating student to make up a project that they waited until the last minute to complete. The book notes that we have to consider that if the student does not make a habit of attempting to redo every assignment, an occasional lapse is acceptable. The teacher should have the right to change the format of redone work, this would prevent simply giving additional study time to students. Putting the assignment on a calendar to have the student held to a deadline gives them both autonomy and a realistic goal. A second option given by the chapter is if the student achieves a lower grade on the second assessment consider an interview and attempt to get to the root of why the student scored lower the second time. The part of the chapter that rang a familiar bell is by having the student attach the original task to the redone work. This will demonstrate where the student was in relation to the assignment and what progress they have made on the subsequent effort. The chapter closes with the author stating that as in life, students deserve a redo.

Along with grading, a redo is perhaps the biggest issue facing teachers in classrooms. The problems and pitfalls are numerous when it comes to allowing students to redo work. Each teacher must establish clear guidelines and contracts with students that are requesting to redo an assignment. The students as well as the parents must understand what the assessment will entail and make a decision on when that assessment will be redone. If the same student continually requests to redo work then that issue will have to be addressed. This chapter and the previous chapter covering the various approaches to grading are both rife with opportunities for the students to exploit any inconsistencies in the approach by the teacher. A careful approach by the teacher is the only way to ensure that all opportunities for redone work is equal for all students and will allow the best opportunity for the students to show mastery.